



CDPAC/CSL CRIB Notes
General Background
October 2002



The Changing Face of Child Poverty in California. By Julian S. Palmer and others, National Center for Children in Poverty. (The Center, New York, New York) August 2002. 4 p.

FULL TEXT: www.nccp.org/CApovfact.pdf

["Despite a booming economy in the late 1990s, California's child poverty rates remain stubbornly high, even though the state's poor youngsters are more likely to live in a family with a working parent than those in the United States as a whole."]

[CDPAC 424]

Childhood Vaccines: Ensuring a Stable Supply Poses Continuing Challenges. By the U.S. General Accounting Office. GAO-02-987. (The Office, Washington, DC) September 13, 2002. 46 p.

FULL TEXT: www.gao.gov/cgi-bin/getrpt?GAO-02-987

["Recent childhood vaccine shortages have prompted federal authorities as well as a majority of states to waive or change immunization requirements. Agencies and advisory committees are exploring the issue but have few long-term solutions. This report recommends that HSS promote the availability of vaccinations."]

[CDPAC 425]

Children and Welfare Reform: What Policy Theories Are Being Implemented in States Where Most Poor Children Live. By Cathy Marie Johnson and others. (The American Political Science Association, Washington, DC) Prepared for oral presentation on August 29-September 1, 2002. 20p.

FULL TEXT: www.rockinst.org/publications/federalism/johnsonandgaisapsa2002.pdf

["Poor children remain unevenly distributed among the states, with much higher concentrations in a relatively small number. This report investigates how 16 states with high rates of child poverty responded to welfare reform. These states are: Alabama, Arizona, California, Florida, Georgia, Kentucky, Louisiana, Mississippi, Montana, New Mexico, New York, Oklahoma, South Carolina, Texas and West Virginia."]

[CDPAC 426]

Making Child Care Choices: How Welfare and Work Policies Influence Parents' Decisions. By Lisa A. Gennetian and others, Manpower Demonstration Research Corporation. (The Corporation, New York, New York) August 2002. 8 p.

FULL TEXT: http://www.mdrc.org/Reports2002/ng_childcare_pb/ng_childcare_pb.pdf

["Congressional deliberations on the future of welfare reform have reopened a debate about whether current child care assistance programs adequately support employment among low-income working parents while also fostering their children's development. Issues at the forefront of this debate are explored in this policy brief. This brief uses MDRC's extensive studies of work-promoting programs to explore how different welfare, employment, and child care policies influence parents' child care decisions and experiences."]

[CDPAC 427]

Making Dollars Follow Sense: Financing Early Childhood Mental Health Services to Promote Healthy Social and Emotional Development in Young Children. By Kay Johnson and others, National Center for Children in Poverty. (The Center, New York, New York) July 2002. 32 p.

FULL TEXT: www.nccp.org/ProEmoPP4.pdf

["This policy paper explores innovative state approaches for financing early childhood mental health services, especially prevention and early intervention programs that help very young children and their families."]

[CDPAC 428]

"Maternal Employment and Child Cognitive Outcomes in the First Three Years of Life: The NICHD Study of Early Child Care." By Jeanne Brooks-Gunn and others. IN: **Child Development**, vol. 73, no. 4 (July/August 2002) pp. 1052-1072.

["Maternal employment by the ninth month was found to be linked to lower Bracken School Readiness scores at 36 months, with the effects more pronounced when mothers were working 30 hrs. or more per week. Although quality of child care, home environment, and maternal sensitivity also mattered, the negative effects of working 30 hours or more per week in the first nine months were still found, even when controlling for child-care quality."]

[CDPAC 429]

Mental Health Services for Children: An Overview. By Holly Kenny and others, National Conference of State Legislatures. (NCSL, Denver, Colorado) June 2002. 28 p.

FULL TEXT: www.ncsl.org/programs/cyf/CPL.pdf

["This report assesses state options for addressing the mental health needs of children. Between 5% and 7% of children use specialty mental health services every year. However, the majority of children who are likely to benefit from these services do not receive care. This report includes some example approaches, such as linking mental health services with early childhood programs."]

[CDPAC 430]

The National Economic Impacts of the Child Care Sector. By M. Cubed, The National Child Care Association (The Association, Conyers, Georgia) Fall 2002. 19 p.

FULL TEXT: www.nccanet.org/NCCA%20Impact%20Study.pdf

["The child care sector makes substantial contributions to the national economy, according to this new report. Child care is a crucial component of our nation's economy because it enables parents to go to work and earn more than \$100 billion annually. As parents, and particularly mothers, become an increasingly important part of the economy, it is crucial that the child care sector adds capacity to meet their needs and support the national economy."]

[CDPAC 431]

"Relative Caretakers in Child-Only Cases Lack Support Services to Fulfill Crucial Roles." By National Center for Children in Poverty. IN: **The Forum: Research Forum on Children, Families and the New Federalism**, vol. 5, no. 3 (September 2002) 8 p.

FULL TEXT: www.researchforum.org/newsletter/forum53.pdf

["There is overwhelming evidence that relative caretakers need more support. Preventing foster home placements and keeping relative caretakers' homes up and running are important goals. It is in the interest of the children, and in the interest of overburdened foster care programs across the country, for states to provide it."]

[CDPAC 432]

"Serving Children With disABILITIES." By Kelly Mack and Steve Boehm. Child Welfare League of America. IN: Children's Voice (September/October 2002) 7 p.

FULL TEXT: www.cwla.org/articles/cv0209serving.htm

["Agencies and individuals who work with children and youth are becoming more aware of the specific concerns of children with disabilities and their families, targeting children's needs and addressing family challenges. Strides in foster care, adoption, housing, and juvenile justice are providing more opportunities for these children to grow and participate in society. The programs and ideas offered in this series are just a brief list of examples in caring for children with disabilities, allowing them to grow up happy, healthy, and productive."]

[CDPAC 433]

States' Efforts in Improving the Qualifications of Early Care and Education Teachers. By Debra J. Ackerman, Rutgers University Graduate School of Education. (National Institute for Early Education Research, New Brunswick, New Jersey) 2002. 33 p.

FULL TEXT: nieer.org/resources/research/Ackerman.pdf

["This paper summarizes research on the importance of well-trained early care and education (ECE) teachers, identifies the barriers to improving teachers' qualifications, and details states' initiatives to clear those barriers and improve teacher preparedness. Among the barriers are the lack of state and national certification standards and the widespread acceptance of minimally educated ECE teachers. Other barriers include low salaries and teachers' family responsibilities that compete with their ongoing training. A number of states are passing regulations to increase the pre-service and ongoing training requirements for ECE teachers. Efforts to overcome these barriers include variations on the Teacher Education and Compensation Helps (T.E.A.C.H.) initiative. The top three monetary strategies in some states to help increase the qualifications of ECE staff are stipends, scholarships, and loan forgiveness programs. The paper includes a table comparing state-by-state efforts to improve qualifications of ECE staff."]

[CDPAC 434]

States Have Slowed Their Use of TANF Funds for Child Care in the Last Year. By Rachel Schumacher and Tanja Rakpraja, Center For Law and Social Policy. (The Center, Washington, DC) September 23, 2002. 5 p.

FULL TEXT: www.clasp.org/DMS/Documents/1032806810.14/view_html

["Since 1996, states have made use of their options to redirect TANF funds to provide child care assistance to a growing population of low-income working families, as well as to work to improve the quality of child care for disadvantaged children. According to this report, use of TANF for child care has flattened, and some states have begun to make difficult choices that will have the effect of reducing access to child care assistance or delaying key investments in improving the quality of children's child care experiences."]

[CDPAC 435]

Toxic Beginnings: Cancer Risks to Children from California's Air Pollution. By National Environmental Trust. (The Trust, Washington, DC) September 2002. 26 p.

FULL TEXT:

environet.policy.net/health/toxic_beginnings02.pdf?PROACTIVE_ID=cecfcec8c8c9c7c7cfc5cecfccfc5cecfcc6cacdc7cbc7cfcec5cf

["Children in California are at greater risk of contracting cancer from inhaling toxic air pollutants than are adults. This new study claims that 3-week-olds in the state's five most polluted regions

have been exposed to more pollution than the federal government deems acceptable over a lifetime. The study examined pollution concentrations in the Sacramento Valley, the San Joaquin Valley, the San Francisco Bay Area, the Los Angeles region and San Diego.”]

[CDPAC 436]

Universal Access to Preschool Including Early Care and Education Plan Framework. By the Los Angeles County Children and Families First - Proposition 10 Commission. (The Commission, Los Angeles, California) September 6, 2002. 17 p.

FULL TEXT: www.prop10.org/cdi/9-6-02/Concept%20Paper.pdf

["The Los Angeles County Children and Families First Commission voted in early August to provide universal, full-day prekindergarten to Los Angeles families, regardless of income. The universal prekindergarten proposal sets the cost of the program at \$100 million. The program will initially target children in neighborhoods with low-performing schools, but advocates hope to eventually expand the program to serve children from birth to age five throughout the county. The Commission's plan includes expanding existing programs from half days to full days, providing training for child care providers, and building new centers to increase the supply of preschool services available to Los Angeles County children.”]

[CDPAC 437]

"Unmet Need for Mental Health Care Among U.S. Children: Variation by Ethnicity and Insurance Status." By Sheryl Kataoka and others. IN: The American Journal of Psychiatry, vol. 159, no. 9 (September 2002) pp. 1548-1555.

["This study finds that many mental health care needs of children are unmet. Researchers evaluated three national databases, including the National Health Interview Survey, the National Survey of American Families, and the Community Tracking Survey. These surveys were taken from 1996-1998. Nearly 80% of the children and adolescents who were defined as needing mental health services did not receive services. This is an estimated 7.5 million children who are in need of mental health services. Researchers also found that the rate of unmet mental health care was greater among Latino than white children, among uninsured children than insured children, and that rates of use of mental health services are extremely low among preschool children.”]

[CDPAC 438]

What Can Universal Prekindergarten Learn From Special Education? By Don Bailey, University of North Carolina at Chapel Hill. Foundation For Child Development. (The Foundation, New York, New York) May 2002. 19 p.

FULL TEXT: www.ffcd.org/ourwork.htm

["Guidelines for programs serving preschoolers with disabilities were designed so that these programs could fit into a larger system of services. At least four implications for universal preschool are possible: 1) The State Education Agency will have to be involved in any universal prekindergarten effort; 2) Inclusion and fulfillment of the least restrictive environment provisions of idea could be enhanced; 3) Preschool special education will need to consider how it fits into a broader initiative that focuses on school readiness and child care; 4) Funding regulations and other guidelines may need to be revised.”]

[CDPAC 439]

In our continuing quest to highlight relevant materials in a variety of formats, we would like to showcase the following items. Some of these materials are copyrighted and may not be photocopied in their entirety. However, they may be borrowed from your local library, purchased online or at a bookstore, or, in some cases, may be viewed and/or downloaded full-text from the Internet.

"Children with Special Needs: Special Issue." Edited by Karen E. Diamond, Purdue University. IN: Early Childhood Research Quarterly, vol. 17, no. 2.

[Includes: "Caregiver and Peer Responses to Children with Language and Motor Disabilities in Inclusive Preschool Programs"; "Commentary: Narrowing the Question: Social Integration and Characteristics of Children with Disabilities in Inclusion Settings;" "Child Care Effects on the Development of Toddlers with Special Needs;" "Training, Experience, and Child Care Providers' Perceptions of Inclusion;" and others.]

Early Childhood Professional Development. By Jessica McMaken, Technology and Early Childhood Professional Development, Education Commission of the States. (The Commission, Denver, Colorado) July 2002. 70 p.

FULL TEXT: www.ecs.org/clearinghouse/39/15/3915.pdf

["Research shows that educators who receive specific training on working with young children make better early childhood educators than those who do not. Federal and state early care and education programs are beginning to change the education requirements for early childhood educators. This note explores to what extent states are taking advantage of technologies to increase access to high-quality training and professional development for early childhood educators."]

Set For Success: Building a Strong Foundation For School Readiness Based on the Social-Emotional Development of Young Children. The Ewing Marion Kauffman Foundation. (The Foundation, Kansas City, Missouri) Summer 2002.

FULL TEXT: 121 p. www.emkf.org/pdf/eex_brochure.pdf

EXECUTIVE SUMMARY: 18 p. http://www.emkf.org/pdf/eex_summary.pdf

["The typical concept of readiness for kindergarten has usually been thought of in terms of cognitive learning, such as numbers, colors and the alphabet. However, this report indicates that social and emotional school readiness is a precursor to learning. Before children can learn to read, they must learn basic social and emotional skills – such as the ability to tolerate frustration without “melting down” or acting aggressively, and the ability to be attentive and follow directions."]

When Children Die: Improving Palliative and End-of-Life Care for Children and Their Families. By the Institute of Medicine. (National Academy Press, Washington, DC) 2002. 514 p.

FULL TEXT: www.nap.edu/books/0309084377/html/index.html

["One of the most traumatic experiences a family can suffer -- the death of a child -- is often worsened by ineffective health care that fails to address the physical, emotional or spiritual needs of the patient and family members. The committee recommends that health agencies and professionals develop clinical practice guidelines and institutional procedures for palliative care to relieve symptoms and pain for the dying."]